

Board of Education Agenda Item

Item: _____ I. _____

Date: _____ March 22, 2006 _____

Topic: Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

Presenter: Ms. Elizabeth M. Russell, Director of Career and Technical Education, Department of Education
Mrs. Elizabeth Creamer, Director, Postsecondary Perkins-Tech Prep, Virginia Community College System

Telephone Number: (804) 225-2847
(804) 819-4691

E-Mail Address: Elizabeth.Russell@doe.virginia.gov
ECreamer@vccs.edu

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by
☐ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____
action _____

Background Information:

The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2000-2004 State Plan for Career and Technical Education (CTE). The federal Perkins act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the board and other audiences. Each school division and the Virginia Community College System receives an annual report of performance.

Summary of Major Elements

The Virginia system addresses performance on:

- academic achievement;
- occupational competence;
- nontraditional career preparation;
- successful transition to careers and/or further education;

- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

The CTE Annual Performance Report provides results for the first four items. All other results will be provided to each locality in a comprehensive individual Data Analysis Report.

Superintendent's Recommendation:

The Acting Superintendent of Public Instruction recommends that the report be accepted as presented, maintained as a part of the Board of Education's meeting records, and be communicated to the audiences required by the Perkins legislation.

Impact on Resources:

There is minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action:

None

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT**

2004-2005

A.**ACADEMIC ACHIEVEMENT**

Performance Standard: Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Accreditation Benchmarks¹, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2004-2005 Standards of Learning End-of-Course Tests

Subject Area	Percent of Test Takers
English	86.72% (61,187 of 70,558)
Mathematics	81.33% (67,178 of 82,599)
History	84.56% (76,927 of 90,973)
Science	80.05% (65,643 of 82,005)

Note: The Academic Achievement data in this report represent a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. These academic attainment data are completed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

¹ The Board set the minimum acceptable pass rates required for a school to achieve the rating of Fully Accredited for:

Year	English	Math	History/Social Sciences	Science
2004-05	70%	70%	70%	70%

B.**OCCUPATIONAL COMPETENCE**

Performance Standard: Ninety-four and three tenths percent (94.34%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

Career and Technical Education Program Completers

Completers who Attained 80% of the Competencies	Completers ²	Percent that Attained 80% of the Competencies
28,870	29,816	96.83%

Note: A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

² Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.

NON-TRADITIONAL CAREER PREPARATION

Performance Standard: The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprise less than 25 percent will be 13.07 percent.

C.

Non-Traditional Career Preparation Enrollment

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
14,262	102,700	13.89%

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25 percent will be 9.88 percent.

D.

Non-Traditional Career Preparation Completion

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
1,845	14,311	12.89%

E.

SECONDARY SCHOOL COMPLETION

Performance Standard: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs, is 97.69 percent.

Secondary School Completion Rate

c^3	$c + d^3$	Completion Rate ³
29,816	30,167	98.84%

³ The Completion Rate was calculated using the number of completers (c) reported on the 2004-2005 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2004-2005 Division Dropout Report. The formula is $c \div (c+d)$.

F.

DIPLOMA/CREDENTIAL

Performance Standard: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined.⁴

Seal Attainment Rate

Completers Who Earned at Least One Seal	Completers	Percent that Earned a Board Seal
16,499	29,816	55.34%

Note: Two hundred eighty-eight (288) combined and comprehensive high schools in 125 divisions awarded the Career and Technical Education or the Advanced Mathematics and Technology Board of Education Diploma Seals during the 2004-2005 school year. ⁴ Data collected in 2000-2001, 2001-2002, 2002-2003, 2003-2004 and 2004-2005 to establish the state baseline for future negotiations with the United States Department of Education, Office of Vocational and Adult Education.

G.**TRANSITION**

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 92.81 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2004 Completer Transition Rate

Completers Who Transitioned	Completers Who Indicated Transition Status	Transition Rate
19,784	20,817	95.04%

2004 Completer Response Rate

Completers Who Responded to the Survey	2004 Completers	Completer Response Rate
20,817	26,833	77.44%

Note: The target response rate for the 2005 Follow-Up of the 2004 Completers was 75 percent.

2004-2005 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	X	
B. Occupational Competence	X	
C. Non-Traditional Career Enrollment	X	
D. Non-Traditional Career Completion	X	
E. Secondary School Completion	X	
F. Diploma/Credential	—	—
G. Completer Transition Rate	X	

— The Performance Standard is not applicable for 2004-2005.

2004-2005 STATEWIDE PERFORMANCE SUMMARY BY DIVISION *

- X** Performance meets or exceeds the 2004-2005 Performance Standard.
◆ Refer to the individual school data for results.
▲ Data collected for the 2004-2005 school year will be used to establish a future baseline.
– Performance measure does not apply to Regional Technical Centers.

Division	Standards**						
	A	B	C	D	E	F	G
Accomack County Public Schools	◆	X	X	X	X	▲	
Albemarle County Public Schools	◆	X	X		X	▲	
Alexandria City Public Schools	◆	X	X	X	X	▲	X
Alleghany County Public Schools	◆	X		X	X	▲	X
Amelia County Public Schools	◆	X	X	X	X	▲	
Amelia-Nottoway Technical Center	–				–	–	
Amherst County Public Schools	◆	X			X	▲	
Appomattox County Public Schools	◆	X			X	▲	
Arlington County Public Schools	◆			X	X	▲	X
Augusta County Public Schools	◆	X	X	X	X	▲	X
Bath County Public Schools	◆	X	X	X	X	▲	X
Bedford County Public Schools	◆	X			X	▲	
Bland County Public Schools	◆	X	X		X	▲	
Botetourt County Public Schools	◆	X			X	▲	X
Bristol City Public Schools	◆	X			X	▲	X
Brunswick County Public Schools	◆	X			X	▲	X
Buchanan County Public Schools	◆	X		X	X	▲	
Buckingham County Public Schools	◆	X			X	▲	
Buena Vista City Public Schools	◆	X	X	X	X	▲	X
Campbell County Public Schools	◆	X			X	▲	X
Caroline County Public Schools ¹	◆	X		X	X	▲	X
Carroll County Public Schools	◆	X		X	X	▲	X
Charles City County Public Schools	◆	X	X	X	X	▲	
Charlotte County Public Schools	◆	X	X	X	X	▲	X
Charlottesville Albemarle Technical Ctr	–				–	–	X
Charlottesville City Public Schools	◆	X		X	X	▲	X
Chesapeake City Public Schools	◆	X	X	X	X	▲	X
Chesterfield County Public Schools	◆	X			X	▲	X
Clarke County Public Schools	◆	X			X	▲	X
Colonial Beach Public Schools	◆	X	X		X	▲	X
Colonial Heights City Public Schools	◆	X		X	X	▲	
Covington City Public Schools	◆	X			X	▲	
Craig County Public Schools	◆	X	X	X	X	▲	X
Culpeper County Public Schools	◆	X		X	X	▲	
Cumberland County Public Schools	◆	X			X	▲	
Danville City Public Schools	◆	X	X	X	X	▲	
Dickenson County Public Schools	◆	X			X	▲	
Dinwiddie County Public Schools	◆	X		X	X	▲	X
Essex County Public Schools	◆	X	X	X	X	▲	X
Fairfax County Public Schools	◆	X	X			▲	X
Falls Church City Public Schools	◆	X			X	▲	X
Fauquier County Public Schools	◆	X			X	▲	X

Division	Standards**						
	A	B	C	D	E	F	G
Floyd County Public Schools	◆	X		X	X	▲	X
Fluvanna County Public Schools	◆	X			X	▲	
Franklin City Public Schools	◆	X	X	X	X	▲	X
Franklin County Public Schools	◆	X				▲	X
Frederick County Public Schools	◆	X	X	X	X	▲	X
Fredericksburg City Public Schools	◆	X		X	X	▲	X
Galax City Public Schools	◆	X	X		X	▲	X
Giles County Public Schools	◆	X			X	▲	X
Gloucester County Public Schools	◆	X				▲	X
Goochland County Public Schools	◆	X			X	▲	X
Grayson County Public Schools	◆	X		X	X	▲	X
Greene County Public Schools	◆	X		X	X	▲	X
Greensville County Public Schools	◆	X	X	X	X	▲	X
Halifax County Public Schools	◆	X			X	▲	
Hampton City Public Schools	◆	X	X	X	X	▲	X
Hanover County Public Schools	◆	X		X	X	▲	X
Harrisonburg City Public Schools	◆	X		X	X	▲	X
Henrico County Public Schools	◆	X	X	X	X	▲	X
Henry County Public Schools	◆	X		X	X	▲	X
Highland County Public Schools	◆	X		X	X	▲	X
Hopewell City Public Schools	◆	X		X	X	▲	
Isle of Wight County Public Schools	◆	X	X	X	X	▲	X
Jackson River Technical Center	–				–	–	X
King and Queen County Public Schools	◆	X	X		X	▲	
King George County Public Schools	◆	X		X	X	▲	
King William County Public Schools	◆	X	X		X	▲	X
Lancaster County Public Schools	◆	X	X	X	X	▲	X
Lee County Public Schools	◆	X				▲	
Loudoun County Public Schools	◆	X			X	▲	X
Louisa County Public Schools	◆	X		X	X	▲	X
Lunenburg County Public Schools	◆	X	X	X		▲	X
Lynchburg City Public Schools	◆	X			X	▲	X
Madison County Public Schools	◆	X	X		X	▲	X
Manassas City Public Schools	◆	X	X	X	X	▲	X
Manassas Park City Public Schools	◆	X	X	X	X	▲	X
Martinsville City Public Schools	◆	X	X	X	X	▲	
Massanutten Technical Center	–				–	–	X
Mathews County Public Schools	◆	X	X	X	X	▲	X
Mecklenburg County Public Schools	◆	X			X	▲	X
Middlesex County Public Schools	◆	X	X	X	X	▲	
Montgomery County Public Schools	◆			X	X	▲	X
Nelson County Public Schools	◆	X			X	▲	X

Division	Standards**						
	A	B	C	D	E	F	G
New Horizons Technical Center	–				–	–	X
New Kent County Public Schools	◆				X	▲	
Newport News City Public Schools	◆		X	X	X	▲	X
Norfolk City Public Schools	◆	X	X	X	X	▲	
Northampton County Public Schools	◆	X			X	▲	
Northern Neck Technical Center	–				–	–	
Northumberland County Public Schools	◆	X	X		X	▲	
Norton City Public Schools	◆	X			X	▲	
Nottoway County Public Schools	◆	X	X		X	▲	
Orange County Public Schools	◆	X	X		X	▲	X
Page County Public Schools	◆	X			X	▲	X
Patrick County Public Schools	◆	X			X	▲	X
Petersburg City Public Schools	◆	X			X	▲	X
Pittsylvania County Public Schools	◆	X	X	X	X	▲	X
Poquoson City Public Schools	◆	X		X	X	▲	X
Portsmouth City Public Schools	◆	X	X	X	X	▲	X
Powhatan County Public Schools	◆	X			X	▲	X
Prince Edward County Public Schools	◆	X			X	▲	X
Prince George County Public Schools	◆	X		X	X	▲	X
Prince William County Public Schools	◆	X			X	▲	X
Pulaski County Public Schools	◆	X	X		X	▲	X
Radford City Public Schools	◆	X	X		X	▲	X
Rappahannock County Public Schools	◆	X			X	▲	X
Richmond City Public Schools	◆		X		X	▲	
Richmond County Public Schools	◆	X			X	▲	X
Roanoke City Public Schools	◆				X	▲	
Roanoke County Public Schools	◆	X	X	X	X	▲	X
Rockbridge County Public Schools	◆				X	▲	

Division	Standards**						
	A	B	C	D	E	F	G
Rockingham County Public Schools	◆	X		X	X	▲	X
Rowanty Technical Center	–				–	–	
Russell County Public Schools	◆	X			X	▲	
Salem City Public Schools	◆	X			X	▲	X
Scott County Public Schools	◆	X		X	X	▲	
Shenandoah County Public Schools	◆	X		X	X	▲	X
Smyth County Public Schools	◆	X			X	▲	X
Southampton County Public Schools	◆	X		X	X	▲	
Spotsylvania County Public Schools	◆	X		X	X	▲	X
Stafford County Public Schools	◆	X		X		▲	X
Staunton City Public Schools	◆	X			X	▲	X
Suffolk City Public Schools	◆	X	X	X	X	▲	X
Surry County Public Schools	◆	X	X	X	X	▲	
Sussex County Public Schools	◆	X			X	▲	
Tazewell County Public Schools	◆	X	X	X	X	▲	X
The Pruden Center for Ind and Technology	–				–	–	
Valley Vocational Technical Center	–				–	–	X
Virginia Beach City Public Schools	◆	X	X	X	X	▲	X
Warren County Public Schools	◆	X			X	▲	X
Washington County Public Schools	◆	X			X	▲	
Waynesboro City Public Schools	◆	X	X			▲	
West Point Public Schools	◆	X	X	X	X	▲	X
Westmoreland County Public Schools	◆	X			X	▲	
Williamsburg-James City Public Schools	◆		X		X	▲	X
Winchester City Public Schools	◆	X		X	X	▲	X
Wise County Public Schools	◆			X	X	▲	
Wythe County Public Schools	◆	X		X	X	▲	X
York County Public Schools	◆		X	X	X	▲	X

* – Based on data reported to United States Department of Education, December 31, 2005.

**Standards are as follows:

- A. Academic Achievement
- B. Occupational Competence
- C. Non-Traditional Career Preparation Enrollment
- D. Non-Traditional Career Preparation Completion
- E. Secondary School Completion
- F. Diploma/Credential
- G. Completer Transition Rate

Perkins Core Performance Measures Results and Targets 2004-2005



Report Prepared by Wendy Kang
Data Compiled by Garry Taylor

Workforce Development Services
March 2006

VIRGINIA COMMUNITY COLLEGE SYSTEM

PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES FOR 2004-2005

OVERVIEW

Each year, the Virginia Community College System (VCCS) is required to report performance on seven federally established Perkins measures and is expected to meet established targets. These measures focus on skills attainment, graduation, placement (employment or further study), retention in enrollment, and nontraditional gender representation. The Perkins program provides over \$3.4 million annually to community colleges in Virginia to develop and/or enhance certificate or degree bearing occupational and technical programs.

For the 2004-2005 year, the VCCS exceeded all of the Perkins performance targets. The table below provides data on the VCCS actual performance on the seven performance measures compared to the VCCS target for that year.

VCCS PERFORMANCE ON PERKINS PERFORMANCE MEASURES FOR 2004-2005 SCHOOL YEAR			
Performance Measure	VCCS Actual	VCCS Target	Target Met
Academic Skills Attainment (1P1)	77.93	70.28	√
Technical Skills Attainment (1P2)	86.28	83.2	√
Graduation (2P1)	18.4	18.2	√
Employment/Further Study (3P1)	74.18	70.3	√
Retention in Employment (3P2)	93.62	89.83	√
Nontraditional Gender Representation in Enrollment (4P1)	19.37	19.05	√
Nontraditional Gender Representation in Graduates (4P2)	24.54	22.7	√

This is the first year since Perkins measures were established in 2000 that VCCS has met all performance targets. Some factors that may have contributed to this success include the increased focus on performance by VCCS and the strong Virginia economy (specifically for the employment and retention measures).

Individual performance across the 23 community colleges varied. One college also met all of the performance targets. Fourteen met all but one or two targets and the remaining did not meet three or more targets.

National discussions are taking place to standardize the method of calculating Perkins performance measures. Currently, each state is allowed to define how it calculates the measures. VCCS and VDOE are actively involved in these discussions. It is expected that changes will be made to these measures in the coming years or with the reauthorization of Perkins (expected in 2007), which will affect future data.

The following pages provide background on the Perkins program and performance measures, VCCS performance on Perkins measures over time, college performance on the measures for 2004-2005, and the future of Perkins performance measures.

BACKGROUND ON PERKINS PROGRAM

Perkins is a federally funded program targeted towards occupational and technical skill programs at the secondary and postsecondary levels. The history of the program dates back to 1963 with the passing of the Vocational Education Act, which was renamed in later authorizations by the program's largest proponent, Carl D. Perkins. The most recent authorization occurred in 1998 (referred to as Perkins III). The program was set for reauthorization in 2006. However, only carryover funding for one year was approved. It is expected that the program will be reauthorized in 2007.

The state Department of Education is the grant recipient of the Perkins funds for the Virginia. VCCS receives 15 percent of the grant to administer the postsecondary component of the program. The majority of these funds (over \$3.4 million in FY 2006) are distributed to the 23 community colleges across Virginia.

The intent of the Perkins program is to:

- ❖ Further develop the academic, occupational and technical skills of vocational students through high standards;
- ❖ Link secondary and postsecondary occupational programs;
- ❖ Disseminate national research about occupational and technical education; and
- ❖ Provide professional development and technical assistance to occupational and technical educators.

As part of the reauthorization, four core indicators were established to assist legislatures in measuring the performance of the Perkins programs. From these indicators, seven measures were developed. These indicators and measures are listed in the table below. Definitions of the measures are included in the appendix.

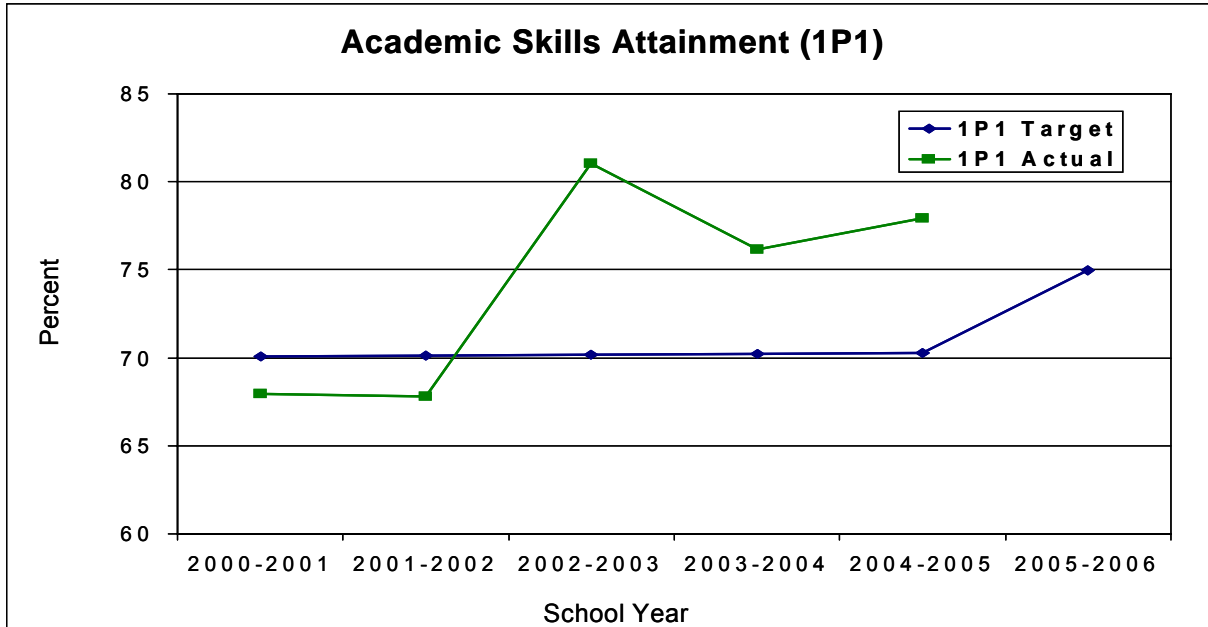
PERKINS CORE INDICATORS AND RELATED PERFORMANCE MEASURES	
Core Indicator	Measure(s)
Student Attainment	1. Academic skill attainment 2. Vocational skill attainment
Completion	3. Graduation
Placement	4. Employment or further study 5. Retention in employment
Gender Equity	6. Gender representation in enrollments 7. Gender representation in graduates

VCCS PERFORMANCE ON PERKINS MEASURES

Each state negotiates target levels of performance with the US DOE. These targets are incorporated into each state's annual Perkins plan. As discussed, VCCS met all negotiated targets for the 2004-2005 year. However, in prior years, VCCS has not met all of the performance measures. Targets for next year are expected to increase for some measures. The following section provides a depiction of VCCS performance on each of the measures over the last five years and provides the target for next year.

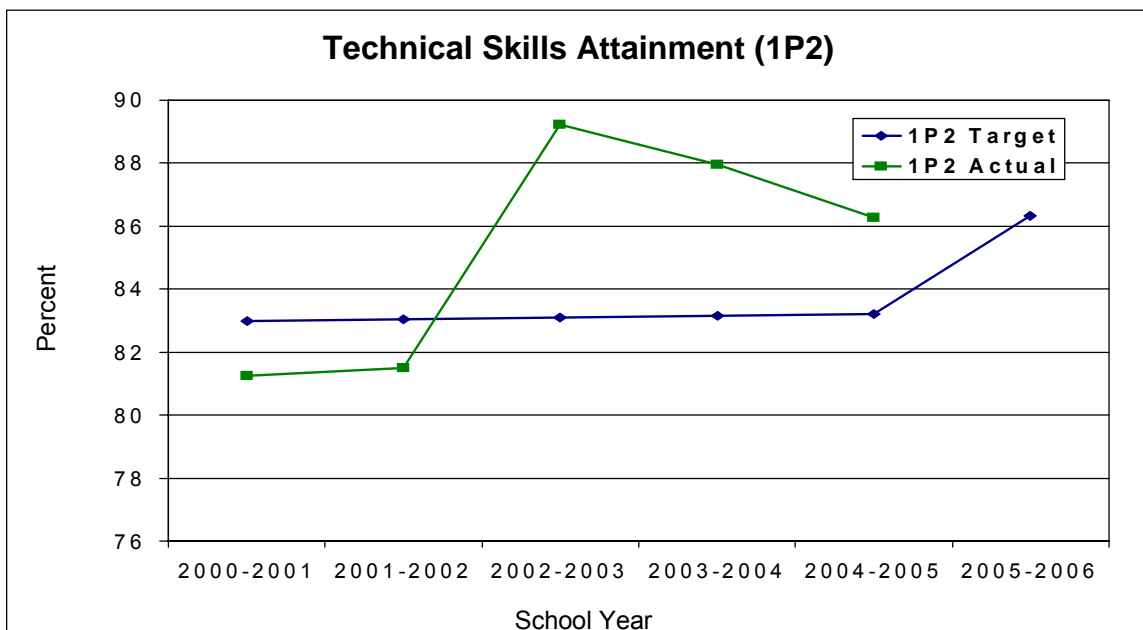
1P1 Academic Skills Attainment

For the last three year, VCCS has exceeded the academic skills attainment measure. The target for 2005-2006 is set at 74.99 (see graph below). Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, on-line instructional services, and the provision of tutoring.



1P2 Technical Skills Attainment

Similar to the academic skills attainment, VCCS has exceeded targets for this measure over the last three years (see graph below). Colleges have continually concentrated funding and efforts to improve

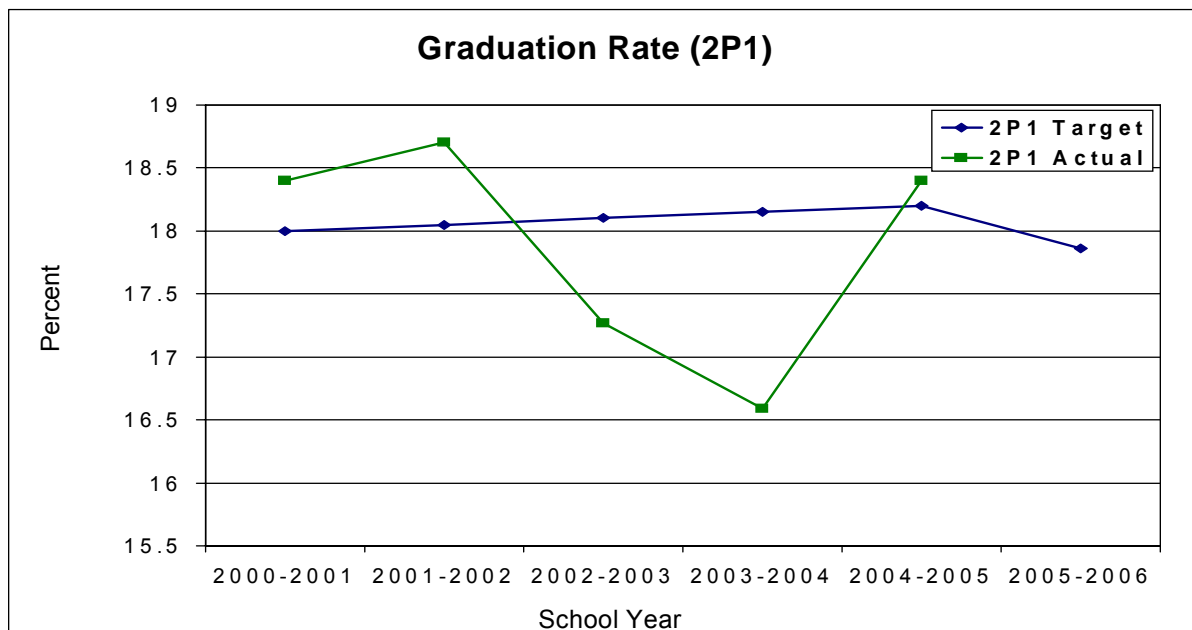


skills attainment through initiatives, such as enhancement of curriculum, upgrading of computers, and certification of programs and faculty.

2P2 Graduation Rate

For the first time in two years, VCCS exceeded the graduation target (see graph below). Colleges provide services to improve the graduation rate through the development of articulation agreements with universities to encourage students to complete and transfer to four year education, the implementation of distance education courses to provide easier access to courses, and the development of learning communities for students with similar interests, demographics, etc. to provide individuals with a support network.

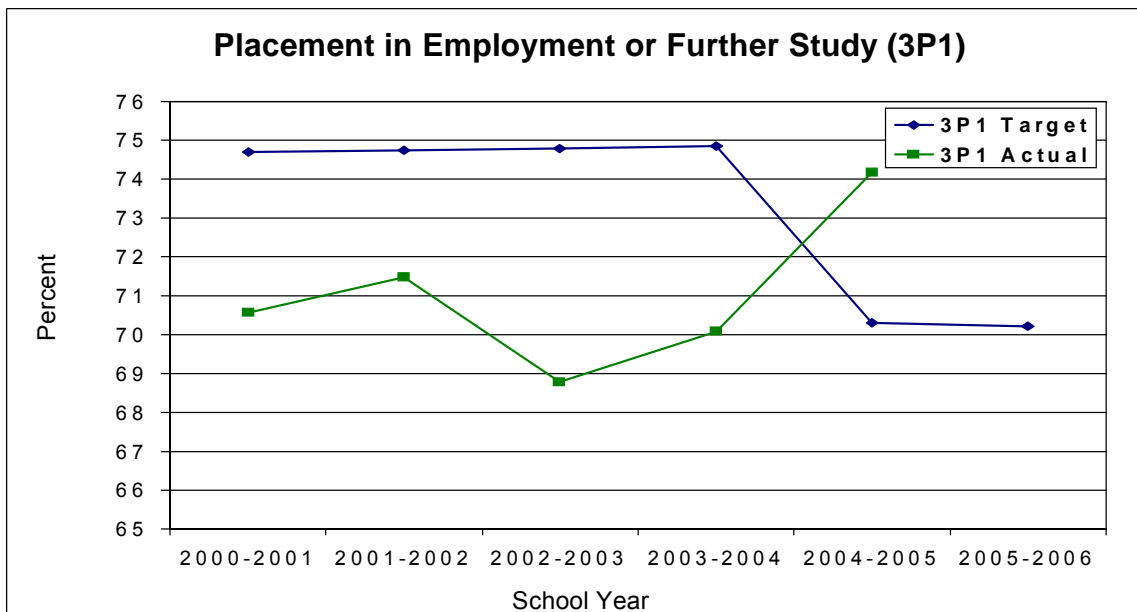
In addition, one factor that may have contributed to the change over last year is the increase in accountability at the system level. In FY 2004, VCCS adopted nine strategies to improve performance by 2009 (referred to as Dateline 2009). One of the measures included graduation with the goal of ranking the VCCS graduation rate in the top 10 percent of the country by 2009. Since the adoption of these strategies, colleges are required to report on how they will work to improve their graduation rate to contribute to this goal. College presidents are evaluated on their performance for meeting these goals.



3P1 Placement, Employment and Further Study

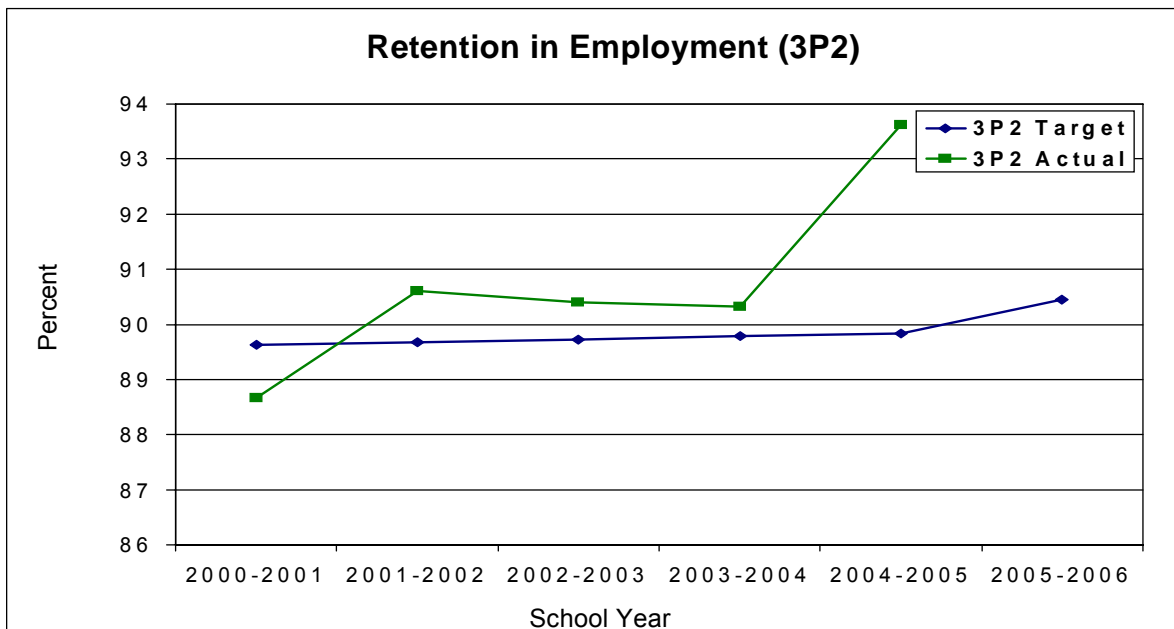
Over the last three years, VCCS placement rates have steadily increased (see graph on next page). VCCS met this target for the first time since the development of the measure. Colleges provide services to improve the placement measure through the development of career resources and career coaching, the purchase of job placement software, and provision of employability skills training.

In addition, one factor that may have contributed to the increase in the placement rate is the growth in Virginia's economy over the last few years. In a recent press release, Virginia ranked second in the nation for low unemployment rates. This may have increased the likelihood of community college students that found employment upon graduation.



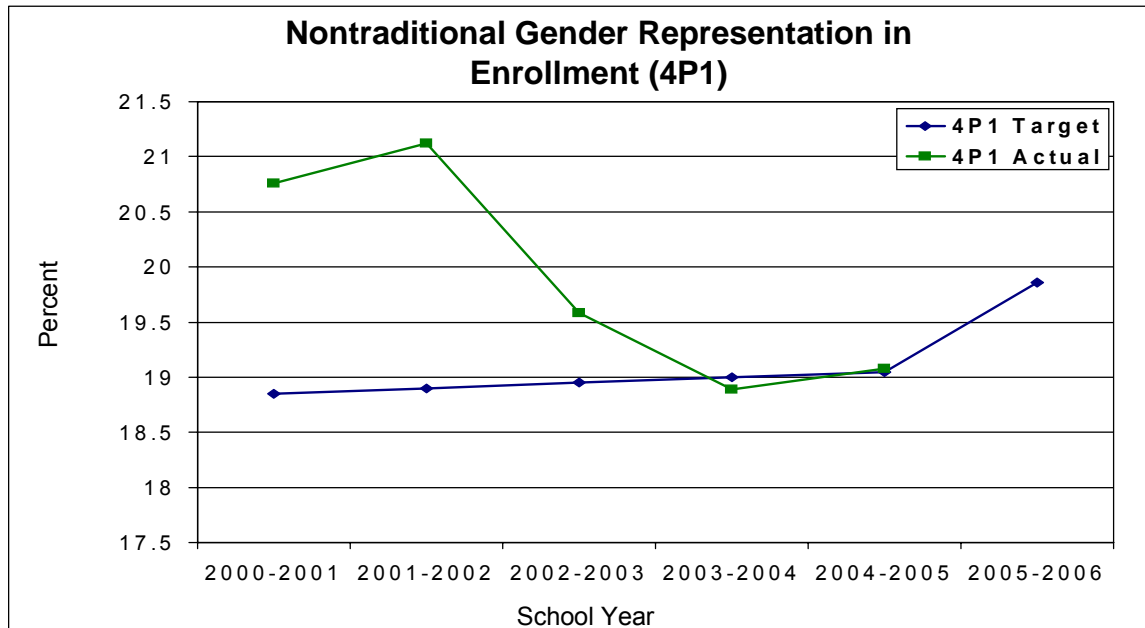
3P1 Retention in Employment

VCCS exceeded the retention in employment target for the fourth year in a row. Colleges focus on maintaining this measure through similar activities as described in the placement measure (3P1), such as the development of career resources and career coaching, the implementation of job placement software, and the provision of employability skills training.



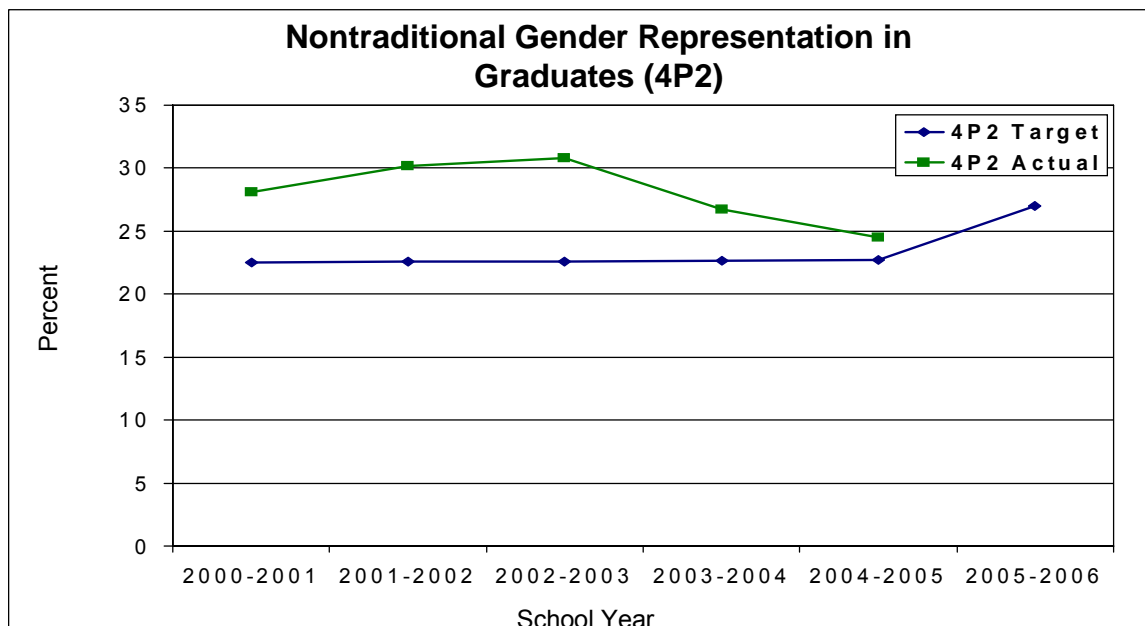
4P1 Nontraditional Gender Representation in Enrollment

VCCS met the target level for the 2004-2005 year for representation of minority gender in nontraditional programs. Examples of nontraditional programs include information technology, which is traditionally dominated by males, or nursing programs, which are traditionally dominated by women. In the prior year, VCCS was slightly below its target. Colleges work to improve this measure through the development of learning communities to provide a support network for gender minorities in these programs, the publishing of gender and minority balanced marketing materials to demonstrate that all individuals have access to programs, and through career coaching to encourage students to pursue their interests regardless of whether it is a nontraditional career for their gender.



4P2 Nontraditional Gender Representation in Graduates

VCCS exceeded the nontraditional gender representation in graduates measure as in prior years. Similar to the nontraditional representation in enrollment measure, colleges work to improve this measure through the development of learning communities, the publishing of gender and minority



balanced marketing materials, and through career coaching.

COMMUNITY COLLEGE PERFORMANCE

Individual college performance on the Perkins measures varied in 2004-2005. The following table provides data on performance for the 23 community colleges. One college met all performance measures for 2004-2005. Fourteen met all but one or two targets. The remaining colleges did not meet three or more targets. The measures that were not met concentrated primarily on the graduation and nontraditional representation measures.

Each year, colleges that do not meet a target level are required to develop a plan for improvement of the measure. Beginning in FY 2006, VCCS began requiring colleges to allocate a portion of their Perkins funds towards the measure.

INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2004-2005								
	1P1 Academic Skills	1P2 Technical Skills	2P1 Graduation Rate	3P1 Employment and Study	3P2 Retention in Employment	4P1 Gender Representation	4P2 Gender Representation Graduates	# Did not meet
Target	70.28	83.2	18.2	70.3	89.83	19.05	22.7	
BRCC	79.24	88.91	18.95	84.69	94.29	13.68	17.88	2
CVCC	85	87.67	16.67	85.84	96.21	21.67	26.23	1
DSLCC	71.17	87.67	21.15	77.36	89.87	11.73	37.11	1
DCC	74.65	90.53	33.56	73.95	90.77	9.02	4.73	2
ESCC	72.88	87.17	48.72	74.44	92.42	7.43	4.92	2
GCC	82.11	87.2	15.79	77.83	94.81	23.63	20	2
JSRCC	80.48	81.47	13.87	82.39	92.4	17.08	18.09	4
JTCC	83.33	90.15	12	81.27	97.08	13.39	22.29	3
LFCC	81.23	86.4	20.2	80.81	92.94	18.25	21.66	2
MECC	72.97	84.28	14.56	61.8	93.71	15.8	11.61	4
NRCC	78.05	86.72	18.1	80.34	91.62	14.84	11.24	3
NVCC	74.96	83.13	11.11	67.52	94.48	28.72	31.88	3
PHCC	83.19	89.84	36.59	74.36	95.21	31.3	26.55	0
PDCCC	74.63	86.27	5.26	75	90.16	21.74	24.49	1
PVCC	81.17	90.63	0	83.33	94.4	25.88	21.8	2
RCC	83.08	78.82	5.77	86.61	93.81	10.43	3.75	4
SVCC	79.09	89.84	24.32	77.93	93.98	13.63	42.15	1
SWCC	77.51	85.14	43.41	62.2	95	21.48	49.37	1
TNCC	73.15	85.44	13.02	59.95	94.56	16.73	22.34	4
TCC	77.37	89.04	7.69	71.02	89.3	18.49	25.18	3
VHCC	82.7	86.75	25.36	64.83	91.84	20.52	31.67	1
VWCC	78.13	87.15	14.15	81.53	96.4	22.02	31.15	1
WCC	79.25	88.66	31.51	80.85	94.27	11.91	9.05	2
VCCS	77.93	86.28	18.4	74.18	93.62	19.37	24.54	0

*Shading represents areas in which targets were not met.

FUTURE OF PERKINS PERFORMANCE MEASURES

As mentioned, discussions with state Perkins administrators, the US Office of Vocational and Adult Education (OVAE), and other national organizations are taking place to standardize the method of calculating the Perkins performance measures. VCCS is actively involved in these discussions and looking for new methods to measure Perkins performance. The discussions focus on states measuring performance once students are classified as “concentrators,” which is achieved through taking a certain threshold of courses in an occupational and technical program. Changes to the measure may assist VCCS in providing a better picture of student success. VCCS expects to adopt changes to these measures (pending federal approval) in the next two years.

For additional questions please contact:

Elizabeth Creamer
Director of Postsecondary Tech Prep/Perkins
Virginia Community College System
ecreamer@vccs.edu
(804) 819-4691

Wendy Kang
Director of Workforce Development Services
Research
Virginia Community College System
wkang@vccs.edu
(804) 819-4781

Appendix

Perkins allowed states to define the method of calculating these measures, and in fall of 2000, definitions for Virginia were finalized with the US Department of Education (US DOE). The method of calculating these measures is provided in the table below.

METHOD OF CALCULATING PERKINS PERFORMANCE MEASURES FOR VCCS	
Measure	Method of Calculating Measure
1P1 Academic Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations for occupational-technical students in mathematics, English, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle, all student registrations with the grade of 'W' were added to the numerator.
1P2 Technical Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term all registrations for occupational-technical students in occupational-technical courses (Higher Education General Information Survey [HEGIS] codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle, all student registrations with the grade of 'W' were added to the numerator.
2P2 Graduation Rate	A subset of the federal student right-to-know measure is used, which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150 percent of the program length (numerator) as a percentage of the occupational-technical cohort beginning the same fall semester (denominator).
3P1 Placement, Employment and Further Study	Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the fourth quarter of that calendar year. For the same graduates, State Council staff determines the number enrolled at a four-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.
3P2 Retention, Employment	Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure, 3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in fourth quarter of 1999 would be matched against unemployment information for the first quarter of 2000.
4P1 Gender Representation, Enrollment	The enrollment measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all "under-represented" (nontraditional) programs. Nontraditional programs are those related to occupations with gender under-representation (less than 25 percent minority employment, U.S. Census Household Survey). The minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.

METHOD OF CALCULATING PERKINS PERFORMANCE MEASURES FOR VCCS	
Measure	Method of Calculating Measure
4P2 Gender Representation, Graduates	Similarly for the same nontraditional programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all nontraditional programs.

The measures are based on Fall 2004 enrollments and grades for 1P1, 1P2, and 4P1, 2003-2004 graduates (3P1, 3P2, 4P2), and a fall 2001 (mid-term) entering cohort (2P1).